

Oaklea.
Buckhurst Hill.

Dear Miss Parish.

You ask me to write down the little part I took in the discussion on the P.U.S. Programmes at our Conference. I had ~~no paper~~^{no} notes (excepting a word or two) - but when I try to capture my thoughts and put them on paper, I am quite sure that it is not my thoughts that are really needed, but just the beautiful feeling of loyalty and gratitude to Miss Mason and the P.U.S. ideals which was binding us together and which as a gathering we were afresh realising. The fact that so many, from such different parts, had given up precious days of holiday to help our Conference by their presence, was the greatest possible proof of how much we were all caring about P.U.S. work, and how keen we were that nothing should needlessly hinder the best carrying of that work in our school classes; and its extension into many other schools of the kind we represented. My first effort was therefore ~~was first~~ to thank all who were helping to make the Conference so successfully useful - then I mentioned how my sister Florence had felt the beauty of P.U.S. ideals so strongly that she had with much labour and sacrifice transformed two schools, so far as she was able, into P.U.S. schools, and

that the result, ~~if~~ had given her joy and satisfaction in her life's work. Florence and I have, as you know always felt deep gratitude to Miss Mason for her great educational work; and it was pleasant to be able once again to express it for her & for myself, we have felt that the training makes for the growth of true culture, a wide outlook, and of love which is life -

Appreciating with Mrs. Hickson and others, the "spirit behind the teaching") I ~~the~~ expressed to Mrs. Hickson how grateful we were for her free and frank paper touching so many points we in schools feel of vital importance. Two or three of these one wished particularly to endorse -

1. That the same period of History should so far as possible be the same throughout the school (or at least from C. III upwards) - this would unify school interests & focus the attention of the children on the special period, and they would gain from the work of the other classes. Also when removals take place, the work would be consecutive and without gaps -
2. That some of the books might with advantage be revised; it is not of course obligatory to take P.U.S. books in all subjects, but the more fully the programme can be carried out, the more do teachers & pupils feel to belong fully to the P.U. School -

Answered 213p3me5137

3. The question of an overcrowded syllabus has always been a difficulty, especially in the Upper Forms. In School more time must be given to some subjects than is allowed for on the time table, and useful work, such as gymnasium, dancing, drawing, painting, classes, lectures and scouting take more of our time; this general life of the Community cannot all be relegated to out of School hours. If work attempted is left unfinished, it does we feel sure leave a sense of duty unfulfilled, and "to finish in the holidays" has not the same value to the child. Also holidays from School bring a new range of interests and duties, much more defined than when a child is taught at home.

If extracts are taken, as has been suggested, it seems as though the teacher must make the extracts presumably of the most salient features of the work - and has not this a tendency to make a precedent which the child, if inclined to read superficially, finds ready excuse for following in her own reading study. Any thought of skimming is of course totally against P.V.S. ideals, yet as a point of practical experience, one finds it difficult to guard against this tendency if one attempts the whole programme. Of course the programmes are to some little extent alternative, but to make them feel so to teachers and pupils, could they be followed by examinations having a much more alternative set of questions so that the questions on the work ~~set~~ chosen could be well answered - The joy and serenity

of spirit so essential to examination week, is often largely hindered by the damping effects produced, when it is found that one question out of the few set, is on work which had to be left on one side simply for lack of time.

If teachers are obliged to curtail the work and or leave some unfinished, it is apt to leave with teachers and pupils a sense of inadequacy even of failure; we do not want our girls to be satisfied with partial accomplishment, or to put a lower value on completeness & thoroughness than we have for them. The sense of achievement with effort gives an inner joy and peace and growing power, and a keen zest for the work which lies ahead, and the work of the new term.

So far as I can, I have indicated what the remarks you asked for were - certainly part of what was in my mind to say, please abbreviate if you think well - but the difficulties are real, and only small compared with the love and gratitude for all the P.U.S. is and does and aims at. Excuse the delay if you can; it has been an extremely busy fortnight and impossible to deal with all that needed doing without waiting for some time longer than was convenient, I fear.

Yours affectionately
Beatrice Gardner.

Now in your hand a copy of the
 100 copies of the report. But this is only to be
 used for reference - the final report will be
 submitted to the

Hoping to see you soon

Love, [unclear]

[unclear]